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By-Miller, LaMar P.

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Studied was "the relationship between intellectual achievement responsibility and the variables of self esteem, awareness of upward mobility, intelligence, and academic success." Subjects were 429 black high school students who completed a questionnaire consisting of a biographical inventory, a section on attitudes and aspirations, and an intellectual achievement responsibility scale (IAR). The only significant relationship found was between IAR and awareness of upward mobility. The study warrants the general conclusion that "intellectual achievement responsibility is not consistently related to the non-intellectual factors identified in this study." More specifically, these black students feel "a sense of control of their academic success or failure that is not necessarily associated with performance." They seem to have "attitudes necessary for academic motivation: interest in education, high self concept, and a sense of control of academic environment." (NH)

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NON-INTELLECTUAL FACTORS IN THE EDUCATION OF BLACK HIGH SCHOOL STUDENTS

By

LaMar P. Miller

Eastern Michigan University

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The problem of determining the influence of social and psychological factors on the education of black youth is complex. It is easy to identify broad and popular concepts such as prejudice, discrimination, and poverty. It is also easy to say that these concepts interfere with the education of the individual. But, the deeper psychological factors represented by the questions Pettigrew (1964) raises: "Who am I?, What am I like as a person?, and How do I fit into the world?", difficult problems for anyone, offer greater difficulties for black youth.

Such factors as powerlessness and alienation have led to increased social unrest among black Americans. The outbreak of the worst riots in United States history in the summer of 1967 is evidence that black youth have had little hope for the future and that the democratic process has failed to equally serve the black American. Limited research has been produced that specifically concerns values, interests and beliefs among black youths as related to academic achievement. On the basis of these concerns, this investigation has attempted to focus on some factors that apparently have little to do with one's innate intelligence and yet, are considered by many to hamper achievement and influence behavior.

The purpose of this investigation was to determine the relationship between intellectual achievement responsibility and the variables of self-esteem, awareness of upward mobility, intelligence, and academic success among black high school students. This study sought answers to the following questions.

1. Is intellectual achievement responsibility positively related to intelligence and academic success among black high school students?
2. Is intellectual achievement responsibility positively related to self-esteem among black high school students?
3. Is intellectual achievement responsibility positively related to awareness of upward mobility among black high school students?

The need for research on the educational situation of the black American is clear. Although many promising efforts are being made, most proposals relating to school practices and understandings of teachers have not provided adequate answers and information that can make a noticeable difference with black children. Even a broad comparative survey such as the Coleman Report on Equality of Educational Opportunity (1966) provides only a partial view of the effects of school variations and specifically cites the need for intensive studies of particular school settings.

The education of all youth is of overall concern, but the education of black boys and girls is a specific racial one. The hope for public education always has been that it would be a means of assuring equal opportunity and of strengthening and unifying American society. Our society, however, seems to be moving further away from the goal of unity.

Theoretical Concerns

In order to establish a theoretical framework, it is necessary to delimit certain key concepts. The nature of intelligence tests and the conditions of administration have been objects of considerable study. The most important outgrowth of recent investigations is the changed conception of intelligence. Stodolsty and Lesser (1967) argue that intelligence tests must now be thought of as samples of learning based on general experiences. A child's score must be thought of as an indication of the richness of the milieu in which he functions and the extent to which he is able to profit from the milieu Studies of intelligence test performance of children from low socio-economic status and minority groups, by a number of researchers including Davis (1948), Hunt (1961), Bloom (1964), and Gordon (1965), have provided a picture which generally fits a deficit. This evidence suggests that the explanation of the performance of black youth be expanded to include factors that are non-intellectual in nature.

A second theoretical notion important to this investigation is internal versus external control of reinforcements in intellectual achievement situations, or what has been called in academic situations Intellectual A vement Responsibility (IAR). Investigators such as Adler (1956), Rotter (1966), Seeman (1959), and Phares (1957), have been concerned with man's ability to control his personal environment. Bailey (1961), Crandall,Katkovsky and Preston (1962) and Battle and Rotter (1963) have devised measures of internal-external control for children. Studies dealing with the internal-external control construct represent an unusually consistent set of findings.

They provide strong support for the hypothesis that the individual who has a strong belief that he can control his destiny is likely to (a) be more alert to those aspects of the environment which provide useful information for his future behavior: (b) take steps to improve his environmental conditions: (c) place greater value on skill or achievement and be generally more concerned with his ability and: (d) be restricted to subtle attempts to influence him. The particular relevance of this for black Americans is that discrimination has left them with little control over their environment. What is not clear in education is how much of one's belief in his control of his destiny can be accounted for by school factors and how much by the non-intellectual factors examined in this study.

One final set of orientations of these children that may be important both as a factor affecting their school achievement and as a consequence of school for achievement in later life, are general attitudes toward themselves. One attitudinal factor studied was the student's sense of his own ability, his self-esteem. If his self-esteem is low, if he feels he cannot succeed, then this will affect the effort he puts into the task and thus, his chance for success. It is true, of course, that his self-esteem is affected by his success in school, and thus it is hard to discover the affect of self-esteem upon achievement. But, as a factor in its own right, it is an important outcome of education.

Gurin (1966) has found it helpful to distinguish between different levels of motivational and attitudinal problems-- those that are usually thought of as "deep" personality characteristics, the residues of early socialization, and those that may be viewed as reflections

of the present situational realities. He points out that these are not contradictory in any sense, but do represent different foci and emphasis. Are the motivational problems of black high school students ones of lacking "middle class" dispositions and values or, are the issues ones of powerlessness of feelings that one cannot implement one's values?

The distinction stressed in the preceding discussion holds not only theoretical interest but is important because of the implications for school practices. Practices, methods and techniques of teaching may be different if the task is concieved as one of inculcating values rather than if it is concieved as one of increasing efficacy and self-esteem. The major determinants of how a person views his destiny are the external realities that a person faces. In the case of schools, changing these realities may call for institutional changes and not individual change.

Design of Study

The basic design of this study required the selection of appropriate samples where the total populations could be assessed on defined variables. Subjects of the study were 429 black ninth and eleventh grade students from two schools in Southeastern Michigan. These schools were chosen as the source for the samples for several reasons:

1. One school has predominantly black students while the the other has a relatively low percentage of black students.
2. Both schools administered the same standardized achievement tests.
3. Both schools were willing to cooperate in providing time and space for the administering of a questionnaire.

4. The schools appeared to provide variation in social class background of the population.

Although the questionnaire was administered to all students in the ninth and eleventh grades, only data obtained from Negro students was analyzed.

Since a large sample was required for multi-variate analyses, it was not practical to use a technique which required apparatus. The instrument was a questionnaire which required the respondent to simply check his answers. In order to obtain the cooperation of school authorities, the questionnaire was designed so that it could be administered within a single class period. It was composed of Part I, a biographical inventory, Part II, a section on attitudes and aspirations, and Part III, the intellectual achievement scale.

Since both schools administered the same intelligence test, these scores and grade point averages were obtained from school records. The California Test of Mental Maturity was therefore used as a measure of mental ability while grade point averages were used as a measure of academic success.

Questions concerning socio-economic status and other pertinent biographical information were included in Part I of the questionnaire. Since the biographical questions were generally concerned with matters of home and family, a scale to assess concerns for family problems was included in this section.

Part II of the questionnaire was concerned with attitudes and aspirations. A ten-item self-esteem scale adapted from Rosenberg (1965) was selected to provide information to answer the third question of this investigation. Aspirations were assessed by a scale that dealt with awareness of upward mobility. This section also included three items from the Coleman report used to measure the student's sense of control of his environment. Since this investigation shares a similar concern and since the

Coleman report raised the question of the accountability of internal-external control by school or other factors, it was felt that some additional information might be garnered by the inclusion of these questions.

Part III of the questionnaire was a scale to assess intellectual achievement responsibility (IAR Scale). IAR is defined as the students' beliefs that they, rather than other people, are responsible for their intellectual-academic successes or failures.

The Intellectual Achievement Responsibility (IAR) scale employed in the present investigation, was one adapted from earlier scales by Crandall, Katkovsky, and Crandall (1965). The IAR was developed within the context of a larger research program dealing with children's beliefs in reinforcement responsibility exclusively in intellectual-academic achievement situations.

While previous scales include a variety of sources and agents such as luck, fate, impersonal social forces, and more--personal "significant others", the IAR limits the source of external control to those persons who most often come in face-to-face contact with a child - his parents, teachers, and peers.

In addition, the scale used in this investigation was constructed to sample an equal number of positive and negative events. The originators of this instrument felt that the dynamics operative in assuming credit for causing good things to happen might be very different from those operative in accepting blame for unpleasant consequences. It is possible that belief in personal responsibility for the two kinds of events may develop at differential rates, or that this may be so for some students but not others. Thus, the IAR was so constructed that in addition to a total I (internal self) responsibility score, separate subscores could be obtained for beliefs in internal responsibility for successes (I+ score) and for failures (I- score).

The IAR scale is composed of 34 forced-choice items. Each item stem describes either a positive or a negative achievement experience which routinely occurs in student's daily lives. This stem is followed by one alternative stating that the event occured because of the behavior of someone else in the students' immediate environment.

Findings

The major findings of this study relative to relationships between intellectual achievement responsibility, achievement, and non-academic factors are summarized below:

IAR, Intelligence, And Grade Point Average

The correlation coefficient between the variables of achievement and IAR and grade point and IAR was not statistically significant. This finding was consistent with the results of Crandall's (1962) research, where significant correlations on these variables were few and did not form any observable or consistent pattern. Even moderate positive relationships between self-crediting and self-blaming responses as measured by IAR+ and IAR-, and intelligence or academic success did not occur.

Even though intelligence scores in this investigation yielded a mean of 90.7 in comparison with a mean of 103.4 in the Crandall research, the mean I scores in both investigations were almost identical. The size of the sample was large enough to partially rule out, therefore, the greater ability of the bright child to see causal relationships between the rewards and punishments he received and his own instrumental behavior. IAR was originally developed as a predictor of children's intellectual achievement behaviors. If internality had been found to relate positively to intelligence or academic success, it might be assumed that internal responses were simply another measure of intelligent behavior. Since this was not the case,

it may be that internal or external orientation represents some other motivating factor which could help to identify individual differences.

Analyses of responses to questions related to achievement and academic success produced evidence that both black students and their parents have high achievement expectations. There were, however, some individual differences between males and females and ninth and eleventh grades with respect to achievement and academic success. These findings point to the conclusion that the black students in these two high schools and their parents are very much aware of the importance of education.

IAR And Self Esteem

The correlation coefficient between the variables of IAR and self-esteem was not statistically significant. There was a very moderate relationship between the self-crediting response as measured by IAR+ and self-esteem. The relationship between self-blaming response, measured by IAR- however, and self-esteem was very low and not significant.

The mean score of students on the ten-item self-esteem scale was 29.1 out of a possible high score of 40. The mean scores of IAR were high. Thus students apparently feel responsible for both success and failure, and feel posivitely about themselves. The differences in relationships between success and failure responses and self-esteem suggest some other motivating factor is responsible.

An examination of the relationship of self-esteem and other factors in this investigation produced important evidence of the association of non-academic factors. The correlation coefficient between rating of academic ability with others in his class and self-esteem was statistically significant. This

suggest an association between peer group opinion and self-esteem. A significant relationship was also found between the family problem scale and self-esteem. Thus, concerns for family problems is also associated with self-esteem for the students in this population.

Black students in this study feel positive about themselves and feel they have much to be proud of and yet almost half of the eleventh graders feel useless at times. Apparently, they are faced with uncertainties about the good qualities that they possess and uncertainties about their usefulness. The findings in this research do not support the notion that black students, who for the most part come from low socio-economic areas, have a negative self-esteem.

IAR And Awareness Of Upward Mobility

The correlation coefficient between the variables of IAR and awareness of upward mobility was statistically significant. Although this correlation coefficient reppresented a low degree of relationship accounting for only a small percentage of the variance, it appears that the degree of internal responsibility among these students is in the same direction as their awareness of upward mobility.

Additional evidence of the importance of awareness of upward mobility was obtained by further examination. The mean score on the awareness of upward mobility scale is 25.4 on a 12-point scale with a high score of 48. While the mean of this variable is not particularly high, it was statistically significant with more variables than any individual item under investigation. It is necessary therefore, to examine the relationship between other variables that are significantly related to awareness of upward mobility.

The highest correlation coefficients with respect to awareness of upward mobility were the questions used by Coleman. Three items were used as an additional measure of students sense of control of his environment:

1. Good luck is more important than success.
2. Everytime I try to get ahead something or somebody stops me.
3. People like me don't have much of a chance to be successful in life.

According to Coleman, Negroes show a lower sense of control of environment than do whites. Although this investigation was not concerned with comparisons, analyses of these items revealed a population who show a higher sense of control of environment than the percentage of Negro students reported by Coleman. In fact, the percentages were more consistant with those reported by Coleman for all races as having a high sense of control of environment.

Intellectual Achievement Responsibility

Although the major purpose of this investigation was generally substantive, it was necessary to pay some attention to the methodological aims of the research.

Since each of the 34 items presents an internal and external alternative, chance distributions would result in a mean Total I score of 8.5 each. In all cases the obtained means exceed the means that would be expected by chance. These mean scores were consistent with the findings by Crandall, the original developer of this scale. Mean scores in the Crandall investigations were almost identical at similar grade levels. As pointed out by Crandall, there is a possibility that some accidental peculiarity in the wording of IAR items pulls for internal responses. However since the population

in this investigation was significantly different in terms of mean I.Q. and in terms of socio-economic background, it is probable that self-responsibility is a characteristic of this population.

Correlation coefficient between the two subscales of the IAR yielded .40 which is statistically significant. This correlation, however, is not high enough to assume that I+ and I- are measuring the same orientations. The Crandall research suggests that correlations of this size do not exist at lower grade levels which indicated that self-responsibility for success and failures may be learned separately and the young child may assume more responsibility for the one than the other.

Conclusions

The population of this study was chosen as a result of the need for a more thorough investigation of factors affecting the education of black high school students. The character of the sample used for this study required that the conclusions be regarded as applicable to educators who are employed where black youth are a part of the school population.

The findings of the investigation appear to warrant a general conclusion that intellectual achievement responsibility is not consistently related to the non-intellectual factors identified in this study. Although the purpose of this study was not methodological, future predictive utility of this scale is questionable. The inconsistencies and small magnitude of many of the relationships support the general conclusion stated above and indicate the need for further refinement of the scale.

Some specific conclusions appear to be important with regard to this population. First, apparently, among black students there is a sense of control of academic success or failure that is not necessarily associated with performance

in school. Secondly, the high expectations of both black students and their parents is not reflected in the student's sense of control of academic environment and, finally, the knowledge of the importance of education is not reflected in the sense of control of academic environment.

Black students in this study are more oriented toward positive responses in terms of self-perception. The conclusion that students are more aware of their strengths and their weaknesses than school personnel seems warranted. Students in this investigation seem to possess attitudes necessary for academic motivation: interest in education, high self-concept, and a sense of control of academic environment.

Awareness of upward mobility is an important factor to this population. They are well aware of the relationship between achievement, future education, and their chances for success, and in addition, they reveal an optimistic outlook of the future. The fact that they may come from an environment that is considered lower socio-economic does not necessarily produce a pessimistic outlook. They seem to know that financial considerations are related to upward mobility. The frustrations that are reported to exist among some black populations are apparently negligible among these students.

The findings of this study support the view that the problem of black youth is that they have been raised in a geographically, socially and racially isolated environment. They have adapted well for that environment. They are willing to work for a living, and they realize the importance of education. But the world and its demands are much larger than they realize. Somehow black boys and girls must adapt to that larger world of the American social mainstream even as they have adapted to the small world of their neighborhood. Since the two environments are different, moving from one to the other is difficult. For this reason schools need to provide an environment in which acculturation can be controlled.

There is a great need to assist young black boys and girls to attain the skills necessary for competition in the American mainstream without pressuring them to reject their former way of life. The reported misinterpretations concerning the frustrations of Negro populations are in all probability a result of a pluralistic society that is based on sameness rather than differences. Only upon the acceptance of differences can ways be developed that will open new futures to black youth without alienating them from their past.

The obstacles which interfere with the attainment of adequate education for black students are many. Some schools have produced programs aimed at removing these obstacles while others have not. Most programs aimed at making improvements have concentrated primarily upon the deficiencies of black children rather than on the deficiencies of schools which they attend. The recommendations presented here are aimed at institutional deficiencies:

1. Teaching styles should be created which reflect the individuality of teachers and which incorporate the positive strengths of black children

2. Schools need to make a more determined effort to develop positive attitudes in teachers towards their own ability to make a noticeable difference in the teaching of black boys and girls.

3. Schools need to be more concerned with new patterns of organization based on individualized instruction.

4. More emphasis needs to be placed on items supported by research such as the belief that all children can learn.

5. In-service programs need to be developed that help all educational personnel understand that the real problem with regard to the education of black youth may be with the institution and the negative attitudes of those who represent it.

Although much research has been done that deals with self-esteem, particularly with regard to Negro boys and girls,

few conclusions seem to be consistent. We do not know whether the changes in social conditions today will bring about changes in how these boys and girls tend to look at themselves. The current emphasis on black power and black pride will undoubtedly improve the self-perception of black boys and girls in a positive direction. According to Garvey, "a race without authority and power is a race without respect"[1] In the view of this author, Garvey meant respect for one's self as well as respect by others.

In summary, this is an exploratory study which raises a great number of questions regarding the effects of non-intellectual factors on the education of black high school students. It is limited in depth and scope. Further research on a variety of non-intellectual factors is certainly warranted.

1-Edmund David Cronon, Black Moses, the Story of Marcus Garvey, (Madison, Wisconsin: The University of Wisconsin Press, 1955), p. 21.

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